Linguistics/Anthropology 311/511 - Spring 2013

Phonology

M/W/F 2:00 - 2:50 in Baker 116

Instructor:	Dr. Kevin B. McGowan kmcgowan@rice.edu 208 Herring Hall	Office Hours:	Monday 10:00 - 11:00am Wednesday 3:00 - 4:00pm or by appointment
TA:	Benjamin Chauvette bdc3@rice.edu 127 Herring Hall	Office Hours:	TBD

Course Description and Goals

This course is designed to do two things:

1. Survey some basic phonological data: How do speech sounds work, pattern, and interact across the worlds languages? Why cant *bnick or *fnaishl be a word of English? Why does your Japanese friend think you get a Big Mac at Makudonarudo? What properties do sound patterns share across every language in the world, and in what general ways do they differ? Much of this course will focus on patterns within and among sound segments, but later we will talk more about larger phonological units like syllables and words.

2. Teach you to analyze phonological data like a scientist. Throughout the course we will look at **lots** of languages. In each case, you will look at some data, see patterns in that data, describe them as carefully as you can, use a theory to capture those patterns, and then assess how well the theory works – or even compare two theories abilities to capture the same data. In the first two thirds of the course, the theory we will use is one of phonological rules. In the later weeks, we will entertain a different theory that uses ranked constraints.

Required Course Background Prerequisites: LING 200 & LING 301 or equivalent knowledge.
What I assume you remember from these courses:

- the basics of speech production and perception
- basic features of sound: what a fricative is, what voicing is, what a nasal is...
- how to read and write IPA, more or less – you will get lots more practice this semester

If you feel rusty on any of these topics, you should come talk to Ben or me.

Required Textbook

Introductory Phonology. by Bruce Hayes ISBN: 1405184116

Excellent, but not required:
Ladefoged, P. & Maddieson, I. 1996. *The Sounds of the World's Languages.* Blackwell. ISBN: 0631198156
McCarthy, John J. 2009. *Doing Optimality Theory* Wiley-Blackwell. ISBN: 1405151366

Hayes is available at the bookstore or through online retailers. You cannot get away without having and, crucially, reading Hayes: it contains most of the exercises and walks you through the first two

thirds of the course. Any other materials we use in class –handouts, exercises, assignments– will be distributed in class or via OwlSpace.

Course Requirements (311, undergraduate students)

1. **Homework Assignments** 50%
   There will be 7 homework assignments (see the schedule below for details) and we will drop the lowest non-zero grade. In other words, you have to do all the homework. If you skip one, it will bite you.
2. **Take-home midterm assignment** 25%
3. **Take-home final assignment** 25%

Course Requirements (511, graduate students only)

1. **Homework Assignments** 30%
   There will be 7 homework assignments (see the schedule below for details) and we will drop the lowest non-zero grade. Your assignments will include additional grad-only questions and some require additional reading.
2. **Take-home midterm assignment** 20%
3. **Take-home final assignment** 20%
4. **Term Project** 30%

Homework Information
Homework sheets will be available for download from OwlSpace on the date indicated on the syllabus. Completed homeworks are to be uploaded to the course website. Unless otherwise indicated on the assignment, hardcopy assignments will not be accepted. Note that completed assignments should be submitted in plain text or PDF format **only**. I will not accept Word files.

Late Homework Policy
I will accept late homework if you ask *in advance* for an extension. "In advance" means *more* than 24 hours before the assignment is due. I have been very forgiving about this in the past and it leads to students getting in the habit of not handing in work and me grading piles and piles of work at the end of the semester that I should have been able to do as the semester progressed. I intend not to be very forgiving this semester.

Honor Policy
Appropriating someone else's work and portraying it as your own is cheating. Collaborating with someone and portraying that work as solely your own is cheating. Obtaining answers to homework

assignments or exams from previous semesters is cheating. Falsifying data or experimental results is cheating. (The foregoing is not intended to be a complete list. A complete description of Rices Honor Code, plagiarism, and other general information can be found at the Rice Honor Council Web page at http://honor.rice.edu/). If you are caught cheating, you will be referred to the Honor Council. If you are unsure about whether a specific action is cheating, you may check with your TA or the instructor. Some general guidelines are:

- Do not look at notes, assignments, or exams from previous semesters.
- Do not seek solutions to homework problems or exams from outside sources, including books (other than the textbook) or the internet.
- Do not copy other (current or former) students' homework assignments. To minimize this temptation, always type up your homework answers by yourself, separately from your study group or other students in the class.
- Once you have started to work on your acoustics or final exam, do not discuss it with other students, until after you have turned it in and the exam time is over.
- Do not falsify data or other results in your homeworks or Extra Credit project.
- Cite all sources used and cite and designate all quotations as such.

Study Groups

I encourage students to form study groups to talk about readings and lectures, and especially to discuss and work through analyzing homework problems. Invite me if you want and I'll try to come. However, after you figure/argue them out together, *you must type up your homework answers entirely on your own*, separately from the other study group members. You must list the names of all of the members of your group at the top of your assignment and we will not grade identical homeworks gently.

Americans with Disabilities Act
If any student in the class has a documented disability needing academic adjustments or accommodations, please get in touch with me during the first two weeks of class. All discussions will remain confidential. Students with disabilities will also need to contact Disability Support Services in the Ley Student Center. I look forward to working with you to make this class enjoyable and accessible for all.

Course Schedule
Items in *asterisks* are due on the day indicated. Readings should be completed prior to the first day they are listed.

Monday	Wednesday	Friday
Jan 7th **1** Overview & What is Phonology? **no reading**	9th **2** Phonetics review **Hayes Ch. 1** A1 posted	11th **3** Phonetics review
14th **4** Phonemes & Allophones **Hayes Ch. 2** ***A1 due***	16th **5** Phonemes & Allophones **Hayes Ch. 3**	18th **6** Phonemes & Allophones
21st	23rd **7** Representations & Features **Hayes Ch. 4**	25th **8** Representations & Features
28th **9** Representations & Features A2 posted	30th **10** Morphophonology & Reduplication **Hayes Ch. 5**	Feb 1st **11** Morphophonology & Reduplication
4th **12** Morphophonology & Reduplication ***A2 due***	6th **13** Phonological Alternations **Hayes Ch. 6.1 - 6.2**	8th **14** Phonological Alternations A3 posted
11th **15** Phonological Alternations **Hayes Ch. 6.3 - 6.4**	13th **16** Phonological Alternations	15th **17** Alternations & Rule Ordering **Hayes Ch. 7** ***A3 due***
18th **18** Alternations & Rule Ordering	20th **19** Alternations & Rule Ordering	22nd **20** Abstractness & Productivity **Hayes Ch. 12** A4 posted
25th	27th	Mar 1st
4th **21** Abstractness & Productivity **Hayes Ch. 9**	6th **22** Abstractness & Productivity ***A4 due***	8th **23** Morphophonemics **Hayes Ch. 8** Midterm posted

Monday	Wednesday	Friday
11th **24** Morphophonemics	13th **25** Morphophonemics	15th **26** What do rules mean? ***Midterm Due***
18th **27** Constraints **McCarthy Ch.1**	20th **28** Constraints	22nd **29** The Syllable **Hayes Ch. 13** A5 posted
25th **30** The Syllable	27th **31** The Syllable	29th
Apr 1st **32** Stress **Hayes Ch. 14** ***A5 due*** A6 posted	3rd **33** Stress	5th **34** Stress
8th **35** Child Phonology **TBD**	10th **36** Child Phonology **Dinnsen2002** ***A6 due***	12th **37** Child Phonology A7 posted
15th **38** Tone & Intonation **Hayes Ch. 15**	17th **39** Tone & Intonation	19th **40** Conclusions ***A7 due*** Final posted[1]

[1]Final assignment will be due by the end of our scheduled exam period.